DOCUMENT RESUME

ED 030 161 24 CG 004 202

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Emotions In Kids--Are You Part Of It?

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No-BR-6-2871
Pub Date Mar 69
Note-25p.
EDRS Price MF-$0.25 HC-$1.35
Descriptors-Affection, *Childhood Needs, *Child Rearing, Children, *Emotional Adjustment, *Emotional Development, *Parent Child Relationship, Personality Development

Development of a healthy adult personality depends upon the healthy growth of emotions which results from the fulfillment of certain needs. Emotions are learned and are continuously developed. Fear of emotional confrontation and lack of ability to express feelings result in conflict. Love is the first felt emotion. The need for individual affection is paramount in children. It is the base upon which security, a second need, is built. Security implies acceptance of self by others. Another childhood and adolescent need is self-respect generated by receiving respect from others. The child needs to experience achievement, to explore his environment, and to practice skills. His achievement will result in self-esteem, pride, and ambition. His true accomplishments require recognition. He needs gradual granting of independence, coupled with understanding authority. Errors of child-rearing practices in the historical development of the family in America point to the necessity of reorientation, the focal point of which may be managing emotions. (AE)

EDO 30161

BR-6-2811
OE-BR
PA-24

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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EMOTIONS IN KIDS--

ARE YOU PART OF IT?

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Field Paper 22
March 1969

CG 004202

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Published by the Northwest Regional Educational Laboratory, a private nonprofit corporation supported in part as a regional educational laboratory by funds from the United States Office of Education, Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the Office of Education, and no official endorsement by the Office of Education should be inferred.

When there is an affirmative response to the following, a person might be considered emotionally healthy:

- Comes from a family others admire
- Good looking
- Well known
- Well liked
- Has ideas other people think are worthwhile
- Has special skills or talents
- Able to earn own money
- Able to do useful things
- Able to make others do what you want
- Leads others
- Receives praise for accomplishments
- Has more possessions than other people

A child who is told by his mother to wear a sweater may resent her because she coddles him, but to her it may be a mark of natural concern.

The child's and the mother's emotions are being tested.

A very complicated process occurs when two people do not agree on the meaning to be assigned a particular event. The two people understand that they differ on the interpretation of the act. Both realize they understand that

they differ in its interpretation. When one tries to: threaten (Do this or else), coax (Please do this), bribe (If you do this, I will do that in return), or persuade (This is so much better for you), an emotional situation exists.

In their book on Interpersonal Perception Lee, Laing and Phillipson gave some examples of misconceptions that cause emotional conflict which include:

He acts in a way that seems cautious to me, but cowardly to you;

You see yourself as vivacious, he sees you as superficial;

He sees himself as friendly, she sees him as seductive.

Most people will ignore the different interpretations until a confrontation occurs. At that time they will experience a great deal of difficulty. Anytime strong feels are expressed they feel uncomfortable. It is not the feelings, but the way they deal with them. People fear emotional confrontation and what may happen if emotions are expressed. Much time is spent trying to deny or ignore emotions.

React to the following:

1. Define the word envy. What feelings, what situations, what faces and what voices does the word arouse? Have personal emotions been faced?
2. Admit that envy exists! Acknowledge WHO or WHAT is envied.
3. When did I do or say something that was not at all like myself?
4. Since I was not being myself, who was I being?
5. Why was I trying to be the other person?

6. What do I <u>say</u> I believe and what do I <u>really</u> believe? Am I getting closer to emotional responses?
7. When do I feel that what I am doing is effortless?
8. When is it full of effort? When are the results worth the effort? Whose emotions are we confronting?
9. When do I like myself and others best?
10. When do I act outwardly as I feel inwardly?
11. When do I not express myself?
12. When do I express myself best?
13. When do I feel that I am acting a part written by someone else?
14. What is my ultimate goal in life?
15. When is it that the performance of my job or duty gives me a feeling of contentment, serenity and well being?

Perhaps a response to each question is needed. They are posed to develop realization that emotions are part of the world of "emotional management techniques." The Northwest Regional Educational Laboratory is field testing them. The content involved in studying emotions is based on the assumption that emotions are learned.

Emotions are learned from others. Emotions are <u>not</u> inherent. The play of emotions is watched in the people who are admired. Affection or anxiety is received. The same emotions are learned by imitation. The learning of emotions is continuous. Normally, emotions have steady growth and become complex.

In 1900 the mortality in homes for children was 30 to 90 percent by the end of the second year of residence. Although this appalling situation had been corrected by 1930, it was discovered that a large group of the children, through no fault of their own, were becoming feebleminded, delinquent, psychotic or problem children. In 1945 Spitz reported on two homes for children. In one home, a mother's love was available for every child. In the second, though housing, food, clothing and medical care were good, the children had few adult contacts. In the first home children developed normally. In the second home they became apathetic, retarded, disinterested and sickly.

Goldfarb in 1951 found that many children who spend their lives away from parents have difficulty in becoming intimate with others. This is due to a lack of opportunity to develop early intimate reactions with adults. These children have no practical or normal social relations as they grow. Many are aggressive and uncontrollable. Most show little spontaneous initiative. Their behavior is infantile or childish compared with other children the same age. Their most distinctive characteristic is inability to be affectionate (Bowlby).

Love is the first felt emotion. It is the last one fully understood.

It is well accepted in psychiatry that the core of a healthy adult personality is the ability to establish stable relationships and to continuously cooperate with other persons, especially family and intimates (Bowlby). Full development of this ability in the adult depends upon healthy growth during childhood.

Affection

Affection is a great need. Every child needs the affection of at least one adult. A baby needs to have physical contact with his mother and prompt attention given to his needs. The steady love of parents bolsters the school age child in the uncertainties of his contacts outside the home. A satisfying emotional relationship at home determines his feelings toward people when he leaves home. A wise parent substitute, who fills the need for affection away from home, will encourage the child's sympathy, fairness, enthusiasm and love. This develops a foundation for the social values and ideals most required in an adult world. The need for affection is an urgent thing. It cannot be postponed or forgotten. It is an individual need. Love for a group is no substitute. Affection is shared with only certain adults.

Affection between a child and his elders allows a child to be himself. It makes room for spontaneity and imitation as the child grows. Affection guides the child through alternatives. Necessary frustrations are painless because the child is accepted. New enjoyments are substituted for the old ones.

A child learns the emotions that others are feeling through affection with an adult or with another child. With this help, he learns how other people feel in new situations.

Parents often play a game with children which is called If you were. "If you were going to a circus, what would you do? If you were a mother, how would you feel about welcoming guests? If you were an older girl, how would you feel dressed in a pretty dress? If you were me, how would you feel about the way you are acting now?" If the child cares about the parents because they care about him, the answers to those questions will be important steps to growth.

A classic example of emotional rejection is the child who grows up in a poverty stricken household. His parents are unable, or unwilling, to give him regular meals, steady interest and affection. In this dry existence he is withdrawn or angry. Practically from his first cry he shows hostility toward all adults.

A child is unconsciously rejected by:

1. A superficial loving attitude of the smothering type. This invites deep rejection.
2. An excessive demand by the parent for love and reassurance from the child.
3. A parent obtaining vicarious satisfaction from the child's misbehavior, despite conscious condemnation of it.

Absence of Affection

The child who feels rejected may not admit his unhappiness. He is apt to resort to attention-getting behavior. He may be spiteful and full of resentment. His jealousy and hate may affect his relations with teachers and schoolmates. He may become handicapped. Unable to feel any normal kindness, he may fight, sulk and burn in anger in return for affection given by others.

Hilda Lewis, in Deprived Children, mentions the importance of maintaining contact with the family even if it is a bad family. The child who has learned affection has a tremendous capacity to accept and understand misbehavior in adults. No institution can fulfill the great need for permanent roots.

Security

Security is a great need. Affection is the foundation on which a child's security is built. Adults know that life is uncertain. Children cannot face this uncertainty philosophically. Security is not the satisfaction of all his wants and desires. He needs protection from physical injury and want. He needs confidence in the people caring for him. He needs to know that they will not make impossible demands. He needs to feel that he is wanted and loved regardless of his faults. He needs to feel that he is accepted by schoolmates and adults. He needs to feel that he will be allowed to grow at his own rate. The child who is secure will be self-confident, courageous curious and enthusiastic. The world is his oyster.

Moving to a New Environment

There is scarcely a harder blow than being taken from a familiar life and moved from home and family to a new environment. If a new language and culture are imposed at the same time, what roots are left? The child is temporarily paralyzed, and like learning once again to walk, he must start anew like an infant. He must learn how to express his loves and fears, and develop new emotions to fit his new existence.

Anna Freed, in a study of children uprooted during World War II, found that German refugee children sent to an English camp were fiercely antagonistic to all adults. At first they destroyed all their toys and games. But in time they learned to share, to cooperate and to respect the rights and personalities of others.

After the sudden death of their parents, John and Mary were moved to a children's home. Mary immediately said she would not stay there. She would rather run away. Between her protests she asked when they ate and when they played. John, at the beginning, said the home was fun and he liked it. In three months Mary was helping with the work, playing games and making new friends. John was withdrawn, doing poorly in school and quietly desperate.

Acceptance as an Individual

Acceptance as an individual is a need of each child. James is not James because he is tall or nearsighted or a Negro or John's brother. He is James because he has all the characteristics of James Peter Williams, a nine-year old whose current big enthusiasm is model airplanes. If he is required to be someone else, or is lumped together with all other Negroes, or all other tall boys, trouble is created. If, however, he is encouraged to be James Peter Williams and guided toward a better understanding of what kind of a person he is and will become, he will more than repay the effort.

Responsibility to accept a child as an individual is particularly important if he has a physical handicap, is shy, lacks sports ability or is of poor intelligence. It may be difficult to learn that Mary is an individual rather than a little deaf girl if she stumbles in her speech and is frightfully awkward with other people because of her deafness. If she cannot be helped as an individual she will be a haunting misfit.

Self-Respect

Self-respect is a great need. A child must feel he can adequately take care of today's needs. This requires respect for him and his ability to make unique contributions with his skills and enthusiasm. He needs respect for his culture and his family background. He needs respect for his feelings with an accurate evaluation of his sensitive points. He needs privacy. His confidences should be respected. He needs to be a part of the democratic way of problem-solving.

Democracy in the home is illustrated by the mother of seven older children and a new baby who sat with her family around the table as they decided what each one was going to do for the new baby. The child who respects and is respected can readily survive the lesser errors of guidance without being maladjusted.

Achievement

Achievement is a great need. A child learns by play, by satisfying his curiosity with questions, by experiments and exploration, by practice, by work and by experience. There are so many things to experience, particularly if the child comes from an isolated family. There are large buildings, running water, basketball, painting, sewing, cooking, sawing, taking apart a clock, raising animals, growing a garden, catching fish, climbing a mountain, meeting strangers, going to stores and factories, playing music and planning a party. Without many of these desirable achievements, a child is frustrated and dull.

As a part of his development, the normal child is determined to practice his new skills. Just as a baby of six to nine months may consistently refuse all food, unless he is permitted to help hold the cup or spoon, so the child of twelve may refuse to be a part of a group in which he does not have an opportunity to help in planning.

A great event of a boy's life is the awakening of sex (W. B. Yeats). He bathes many times a day, gets up at dawn and, having stripped, leaps back and forth over a stick laid upon two chairs. He hardly knows, and never admits, that he has begun to take pleasure in his own nakedness. He may never understand the greater change in his mind.

Adolescents are suddenly flooded with desire to live and be adults. They want all the privileges and responsibilities at once. In our culture, not having ceremonial rules as a passkey through puberty, children must find their own way to adulthood. The lack of channels for rebellion against the past, against convention and against childhood roles and parental attitudes, creates tensions which are familiar to every family.

Adolescents require excitement. They are sensation hungry. If they fail daily to feel new experiences and sensations, they are hopeless squares much like the comfortable adults who have a daily rut. Danger is required. The experience of danger is instinctively sought by adolescent boys and girls. Having experienced it, the petty irritations of daily living can be tolerated.

The teenager is committed to possibilities. He is examining ways in which things must be done, and the manner in which he might fit into the adult world. The teenager needs a conception of life which permits self-assertion and the creation of something new. Adults are in a position to guide him in what he will create: rock and roll, a new art, old gripes or a new technique of student government. The teenager must have a guarantee that he will be more successful than his predecessors. Adults, too, must hope that he will be, and not begrudge him the possibility. The teenager tries to adapt his drives to his environment, but also tries to adapt the environment to his drives.

The by-products of achievement are self-esteem, pride and ambition.

Recognizing Accomplishments

A child's accomplishments must be recognized. Offhand praise is of little value. Praise for being good brings a poor reaction. Merited praise for new skills and achievements is how self-respect and assurance are built. A child who is in constant disgrace will become a sensitive bore, or will win his recognition from the notoriety which comes from antisocial behavior. Proper praise will speed emotional growth.

The kindergarten teacher was instructing her class in the values and names of coins. "This," she said, holding out her hand, "is a penny. This one is a nickel, which is worth five pennies. This is a dime, a quarter, a half dollar." Finally she held up the first coin again. "Now," she said, "what is it?" One of the youngsters raised his hand. "Heads," he called out promptly.

Independence

A child must have independence. A child needs independence to leave home, to go to school, to choose his friends, to make decisions and to plan for others. As a teenager he requires freedom to join a group, to choose his vocational interests, to use tools and to spend his own money. Each freedom is chosen at the appropriate age. The ability to be independent is not learned suddenly at the age of sixteen, but must result from steady growth, training and experience. How often, in order to make the organization smoother or to be sure a presentable job is done, are adolescents prevented from making minor decisions which would prepare them for the major decisions of life?

Rebellion is a step toward independence. If the teenager is compliant, it is not a sign of health. If he is agreeably pleasant and never shows evidence of the upsurging and unsettling efforts of his years, how can he acquire the energies, skills and sensitivities that will enable him to work, learn and express himself as an adult? Everybody needs a place to blow off steam and an opportunity to do it in private without criticism. Everyone, to grow, needs a chance to experiment. The results may be mistakes, but honest mistakes must be recognized.

Authority

Each child needs authority. He needs a pattern within which he can organize his developing powers. The rules must be reasonably consistent from morning to night and the goals steady from month to month. Authority firmly establishes what things are prohibitive. It is sympathetic and explains

the reasons for rules. It is constructive and helps to direct the child's activities into more useful ways. Authority allows for growth, with changes in the rules as soon as a child is capable of more independence.

Authorities must not be dictators. First, they must be secure both in what they are doing and in the goals they are holding up for children. Second, they must listen long enough for the child to show the focus of his anxieties and his problems. Third, they must learn, through study and experience, how much and what kind of assistance should be given to help the child solve his problems, and how rarely they should be solved for him.

Family Problems

Parents are confronted by many family problems. They, as well as professionals, should recognize that child-rearing practices do control reactions of the children in various settings. Until the mid-eighteenth century the puritanical parent of New England saw the child as essentially an evil creature who had to have his will broken and corrected. Correction consisted of threats of eternal damnation and whippings which would redirect the child to act as if his main aim in life was the glorification of God. A Calvinist might view these feelings of childrearing as showing them who is boss.

A major focal point (1795) was that group of thoughts related to Locke and Rosseau. The Spirit of Englightenment created a parental view of the child as weak but not evil. The parental role was to rear the child by preparing him for the hardships of life. Cold baths for children, no socks and being left alone in wooded areas indicated a concern with future fitness rather than immediate comfort. Today children may be asked to do chores above

their acceptance level. The Locke and Rousseau view as witnessed in modern living is, "Don't make learning easy because only the hard things are worth learning; prepare them now to serve later."

A trend which developed during the mid- and latter-eighteenth century had a mental hygiene focus. This shift was from the goals for rearing children to methods. Children were supposedly good and would develop if left alone. The permissive child-rearing method was the result of the mental health orientation. The thinking of the time was to keep peace between parent and child.

Everyone has been given the benefit or deficit of one of these three approaches to childrearing. They provide the underlying value base which biases most of what is seen and done. The Calvinistic concept produces the respectful child. The Locke and Rosseau orientation produces an independent and problem-solving child. Mental health orientation strives to produce the well-adjusted child. All can be found in operation throughout the United States.

Each approach did produce behavior necessary for a specific period of time. During colonial times children had to mind quickly. This was due to numerous physical hazards. The Calvinistic approach to childrearing did produce the obedient child. The rugged individual required during our frontier times was prepared by the Locke and Rousseau orientation. Children were taught to meet the rigors of life. The well-adjusted child concept created the adult well suited for the Organizational Man image. But a whole new approach will be required to produce the child for tomorrow's world. He must accept

that all three approaches may be employed by his parents or parental substitutes. He must accept the idea that re-education will be part of his development. The forced gaiety of the retired person of today, his artificial community involvement and his hobby involvement reflect the weaknesses of current child-rearing practices. The modern parent feels insecure because professionals, magazine articles and other sources of communication point to him as a layman in childrearing. Childrearing has been made a frightful task rather than an involvement of love.

It is said that modern mothers cannot properly rear their children. Much is said about women of previous generations and their large families. The truth of the matter is that women of today may not give birth to as many children, but more will survive the full span from infancy to adolescence. A form of childrearing that works with children ages 0 to 12 may not work with children ages 13 to 17. Parents today are responsible for the latter age period. Indeed, they may feel obligated to guide the child through his college years. Parents view the small time span before them as a challenge. It is vital to consider a child's age level.

As demands of childrearing expanded, the resources of family personnel diminished. This was--and is--unfortunate. There are many part-time fathers who may be overly compensatory during brief encounters with their children. These fathers may be under extreme tension when they arrive home. So are the mothers. The males have half-spent aggressions. The mothers have need for affection. This situation often results in a nightly disagreement. The parent who requires the extra attention eventually gives in and children

are exposed to multiple expectancies from authority figures. Mothers need groups that reinforce their concepts of childrearing. They have lost faith in their own ability. When mothers and fathers lose too much self-confidence by lack of employment, poor self-image concepts or other sociological and psychological factors, children reflect the resultant parental hostility.

Total responsibility and authority in matters of childrearing have been forced upon mothers. Many factors have converged to make the responsibility difficult to bear and authority difficult to exercise. Total responsibility is always frightening and some representatives of childrearing professions have contributed substantially to making it a heavy burden. It is not enough that the father's daily morning departure has left the job to her; child guidance experts and psychiatrists of national prestige have accused her of botching the job. In the period between 1930 and 1950 child guidance clinics routinely insisted on treating only the mother and child. This indicated to the mother that she was in all likelihood the only parent who was damaging the child. Left with the unenviable task of having to call the signals, she was accused of being dominant, masculine and loudvoiced. She supposedly either bound her children to her in unhealthy emotional entrapment or rejected and starved them in their need for emotional warmth. The child received no help in developing self-confidence and a positive self-image. Dr. Strecker's conceptualization of "Momism" has added to our everyday language a term derogatory to motherhood. Not many people have stopped to think whether the maternal behavior thus decried is a matter of choice in modern society. Nor have they, with the exception of Erickson, stopped to think whether or

not the emotionally unattached personality is a necessity in our corporate society. Many corporate people must uproot themselves and their children to move to places of promotion and economic opportunity. They must be trained to live with uncertainty.

Child-rearing responsibilities of parents in the United States have been strained by (1) persistent and frequently rapid change in prevalent and professionally-supported ideas about childrearing, (2) a decline in the birth and death rates, (3) the absence of the father from home, (4) the interchangeability of parental roles between the sexes and (5) the social development of the status and roles of women in America. Unfortunately, this strain is due to social conditions over which the individual parent has no control. It is made even more difficult by certain psychological implications of the task. Six generations of parents have defined their duty.. to help their children get better educations than they have attained. On the conscious level this seems to be benevolent. It displays readiness for sacrifice. It could be, however, a repudiation of their parents. It might be an indication that they did not have the kind of childhood they wish to give to their children. It may express ambivalence about their childhood. Repudiation of the past, of course, is part of the American way of life. It explains the level of our standard of living and the frightening responsibility placed on parents.

The American parent has accepted responsibility for his child's ethics, for his capability and for his happiness. This is an awesome assignment.

Childrearing for many American parents has become a troubled and burdensome function. It does, however, contain many challenges and potentials for cultural and individual achievement. Historical perspective, awareness of the demands for social effectiveness at home and abroad and acceptance of the essentials of the American identity suggest that a definite and lasting agreement on principles of childrearing cannot be expected in our culture. In this, as in many other areas of living, there is no peace. There should not be. With such an agreement parents could produce a basic personality type unfit to cope with the demands of changing social situations and changing world conditions. They could produce social incompetence in their children by identifying the mistakes of the past and misleading themselves into the belief that they are preparing for the future.

The next logical step is to orient the goals of childrearing to the predictable demands of the future. Mistakes of the past were made in an attempt to achieve personality characteristics which are obsolete for today's children. Parents should demand from the child-rearing professions a tie-up between the study of individual growth and development and an understanding of history and sociology. This would require more concern with goals than with methods. If the focus is on methods, goals will be de-emphasized. Character neuroses and juvenile delinquency in unexpected places, with unexpected volume, could be the result.

In this context, parents and the child-rearing professions might consider whether the home and school are places for democracy and permissiveness, or whether democracy might be better confined to the government and permissiveness to the therapeutic hour. The democratic ideal spilled over into American child-rearing practices long before free association, catharsis and the expression of hostility became respected therapeutic tools. The school and home have become democratic with human material which is essentially composed of unequals. There is no equality of information between teacher and pupils. There is no equality between parents and children. They are irrevocably separated by age, physiological maturation, social development, experience and concerns. To rear children as if they were equals of their parents and teachers deprives them of appropriate models of behavior. It makes them a source of nagging frustration to the adults, which causes irritation and resentment within the adult. It dooms both the child and the adult to emotional tension and inadequacy of interaction.

These, however, are fallacies which can be corrected. They are not imposed upon us. Reorientations are required by reality and are within the psychological autonomy of parents and teachers.

One reorientation might focus on managing emotions. Teenagers need limits. If given complete freedom in our complex world, they become overwhelmed and confused. The child who is earning money for the first time is not given access to the family savings. A youngster's first self-supervisory task should be limited. A boy of thirteen, newly sensing his puberty, should not be left alone with a stimulating girl. Teenagers will protest against these

limits as surely as a three-year old will protest when told not to run into the street. But the three-year old will be relieved when picked up and brought to safety. Children can afford to protest when they can count on reasonable standards and understanding parents.

It is the parents' responsibility to establish and transfer standards to children until they become an aspect of each child's daily behavior. Children may learn from rules, but how important is a good example, an ideal, a person worth copying? To be an ideal for an adolescent is not difficult. Though he would hate to admit it, he develops respect easily. He may say of a teacher, "She is a real battleaxe and oh, the homework she gives me, but," and his eyes light up, "she is fair and, oh boy, does she know her algebra!"

W. Somerset Maugham in his book, Of Human Bondage, said: "It is an illusion that youth is happy, an illusion of those who have lost it. But the young know they are wretched, for they are full of the truthless ideals which have been instilled into them, and each time they come into contact with the real, they are bruised and wounded. It looks as if they were the victims of a conspiracy, for the books they read and the conversations of their elders, who look back upon the past through a rosy haze of forgetfulness, prepare them for an unreal life. They must discover for themselves that all they have read and all they have been told are lies, lies, lies, and each discovery is another nail driven into the body on the cross of life."

It is difficult to agree with Mr. Maugham.

In order of appearance, the adverse reactions in infants whose lives are overcontrolled are:

1. Diminished interest and activity
2. Reduced integration of total behavior
3. Excessive preoccupation with strangers
4. Bland facial expression
5. Decreased initiative
6. Stereotyped behavior
7. Ineptness in and fear of new social situations
8. Retarded language development

For years the standard of excellence held up for children in many families has been conformity to inflexible rules. If the family is to grow and to encourage and stimulate children to normal emotional growth, the alternative to rules and conformity must be individual attention based on thorough knowledge of the background and emotions of each child. Individuals change. Families change. General times change.

The emotional implications of goodness and conformity to rules are:

1. Adjustment to environment and people in it
2. Settling into a rut of emotional detachment and apathy

The emotional implications of disobedience and nonconformity are:

1. The child may be rebelling against the loss of family and community ties
2. He may be exploring ways of adjusting to his new environment
3. He may be indicating to his elders that he is old enough to need and to accept less restriction of his freedom
4. He may be unable to develop cooperative relations with other children and with adults

Irene Josselyn remarked that motherliness has become a repressed instinct in America. Today's mother, between her job, her clubs, television and keeping up with the Jones's, may have little time or inclination to observe the needs or develop the affection which a child needs. The ideal of fatherliness--a different kind of tenderness--has also been repressed and even thought by some to be a sign of weakness.

The emotions of a child cannot be understood if they are observed on a clocked schedule. The child cannot turn on his loves and fears as water is turned on at a faucet. The intimacy of a child's emotions will be learned if they are shared during the heat of an enthusiasm, or if they are caught in a bit of anger.

Hunt reported in a research project that the starvation of rats on the 24th day of life left traces on the behavior clearly discernible in adult life. The emotional help or starvation which is given to children may last far into adulthood.

A good parent has faith in his child. He acts as a shock absorber on the child's road to growing self-dependence. He is neither a dictator nor a slave, but a guide and counselor. His trust invites children to confide their joys and worries. He is a good listener. He maintains high, but attainable, standards. He is perfectly willing to admit that he or others may make mistakes. He knows from the start that a happy parent-child relationship is based on a happy relationship in the home and in the community.

It is easy to gain the respect of a child. He must have real affection and enough security. He needs acceptance as an individual and respect for his abilities and personality. He needs to share the joys and frustrations of as many new experiences as possible. He needs help with his plans. Parents should show him how a family can share their experiences. He needs to be taught about responsibility. He needs mature parents. He needs recognition for his achievements and additional independence as he becomes mature and responsive. He needs consistent authority which protects and encourages his growth. All of this must be done as part of a guidance group. It is a wonderful experience to be a part, more and more, of such a group. The group consists of you, the family, close friends, neighbors, and other significant individuals.

Two things should be kept in mind. T-I-M-E, time--it takes time, and L-O-V-E, love--it takes love.